THE EFFECT OF PROBLEM-BASED LEARNING MODEL ASSISTED BY CANVA ON THE UNDERSTANDING OF IPAS CONCEPTS GRADE V ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

This research is motivated by the large number of students of SDN Cipancur who still do not understand the concept of IPAS because the learning model and learning media are not suitable, causing students to have difficulties in understanding the material so that it has an impact on the understanding of the concept in the IPAS material. The purpose of the study was to determine the Influence of Canva-assisted Problem Based Learning Model on the Ability to Understand Science Concepts of Grade V Elementary School Students. This study uses a quantitative approach with the experimental quasy method and the design of the Nonquivalent Control Group Desaign. The population taken in this study is all 52 students in grade V of SDN Cipancur, consisting of two VA classes as an experimental group and a VB class as a control group. The data collection techniques used in this study were pretest and posttest as many as 20 questions, observation sheets, and documentation. Data analysis was carried out using normality tests, homogeneity tests, hypothesis tests, n-gain tests, and effect size tests. Based on the results of the research, an overview of the learning process using the Canva-assisted Problem Based Learning model ran smoothly, there was an increase in the activities of educators and students at each learning meeting. There was an average difference in the ability to understand the concept of science of students who used the Canva-assisted Problem Based Learning model, namely the data obtained from the VA class pretest results of 51.15 and for the VB class a score of 37.69. Meanwhile, after students were given a posttest, the results in the VA class had an average of 90.69 and the VB class of 68.58. In addition, it was carried out with a t-test showing the results of the GIS value. (2-tailed) of 0.001 < 0.5, Based on the results of the N-Gain test on the use of Canva's Problem Based Learning model, 80% of the results were obtained in the Effective category. Based on the results of the effect size test on the use of the Canva-assisted Problem Based Learning model, a result of 1.7 was obtained in the very large category, meaning that the Canva-assisted Problem Based Learning model had an effect on the ability to understand the concept of science of students in the science learning class V of elementary school.

Keywords: *Problem Based Learning, Canva, Concept Understanding Ability IPAS.*